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THE STATUS OF SCHOOL LUNCH PROGRAMS
IN THE SECONDARY SCHOOLS OF MAINE

Submitted by

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CHAPTER I
BACKGROUND RESEARCH FOR THIS SURVEY

School Lunch History in Brief

The American Home Economics Association and the beginnings of the school lunch.-- Home economists have been advocating school lunches as a nutrition measure since the organization of the American Home Economics Association in 1909. Prior to the organization of this association, the school lunch program had made little headway in the United States. Some concern was aroused following the publication in 1906 of The Bitter Cry of Children by John Spargo. ^{1/} Spargo stated that studies of the foods eaten by 40,746 school children in New York City, Philadelphia, Buffalo, and Chicago showed that 34.65 per cent either went to school without breakfast or ate breakfasts consisting of bread, tea or coffee.

The first school lunches were served on a concession basis. Generally, little or no attention was given to improving nutrition. The principal concern was cash profit.

The effect of the depression.-- The depression of the 1930's affected the nutritional health of millions of children and gave impetus to the development of school lunch programs on a nationwide basis. The American Red Cross and the American Friends Service

^{1/} John Spargo, The Bitter Cry of Children, The Macmillan Company, 1906, New York, 337 p.

Committee were among the first charitable organizations to provide food for indigent children in scattered communities.

It was estimated by the Director of Research of the Nation's Schools that in 1931 there were 64,500 cafeterias in addition to 11,500 schools serving single hot dishes, and that cafeterias were opening at a rate of about 7,500 annually. ^{1/} The beginnings of this large scale movement were inadequate as might well be expected when so much happens in so short a time.

The Federal Government emergency programs.-- Improvements were made under the Federal Government emergency programs which gave surplus foods and relief labor to schools for lunch programs. Even more, they developed operating standards, trained thousands of workers under the Works Projects Administration, and put into the hands of every school lunch cook a handbook written in simple language which she could read and understand.

In 1943 the school lunch as a nutrition measure made great advancement when the War Food Administration set a minimum standard in the form of a specified lunch pattern for schools that were to obtain cash reimbursement for local food purchases. The type A lunch for which the maximum reimbursement is paid is designed to provide one-third to one-half of the growing child's nutritive requirements and is based on the dietary allowances of the National Research Council.

^{1/} United States Department of Agriculture, Miscellaneous Publication 467, Washington, D.C., 1941, p. 14.

Spurred on by the Federal appropriation several states passed legislative measures to assist school lunch programs.

The National School Lunch Act.--- On June 4, 1946 President Truman signed the National School Lunch Act, and it became Public Law 396 of the 79th Congress. The United States Department of Agriculture through one or the other of its price-support programs had given limited aid to schools since the late thirties, but the act of 1946 is noteworthy for its impartiality in providing aid for all non-profit schools without discrimination.

The act aims to encourage the States to develop adequate, impartial programs of their own with increasing State--and diminishing Federal--participation. It seeks to promote better nutritional habits and more intelligent food consumption for the general health and security of the nation. It helps the farmers by developing new outlets for agricultural products. 1/

The quality of lunches served throughout the nation has undergone a vast improvement. The 1945 Department of Agriculture report showed that about 60 per cent of the meals for which reimbursement was paid fell into type A or complete lunch classification.

Review of Objective Studies

A comparison of two types of available studies.--- An investigation of the material now available concerning school lunch programs shows that few objective studies have been made during the past fifteen years that show the exact situation of school lunch programs in different parts of the country. By comparison there 1/ Editorial, "How Fares The School Lunch Program?", America (April 19, 1947) 77:57.

are many studies available that attempt to prove the nutritional benefits to be derived from a well-managed school lunch.

The national school lunch survey of 1934-35.-- The health education committee and the school cafeteria committee of the American Home Economics Association co-operated during the school year 1934-35 in a national study of school lunchrooms. 1/ The purpose of this study was to provide a basis for setting up standards essential in school lunchrooms if they are to function in the health education program of schools. They concluded that school lunchroom service should (1) make available to all children who stay at school during the noon hour hot lunches or supplementary hot dishes of maximum nutritive value, carefully prepared, attractively served in pleasant sanitary surroundings, at minimum cost, (2) provide nourishing meals for underprivileged children without cost, (3) give guidance for and motivate intelligent food selection so that good food habits are practiced daily, (4) give guidance for and motivate courtesy, friendliness, and good citizenship in the lunchroom, (5) secure the cooperation and understanding of teachers and parents in attaining these objectives.

How closely schools have come to achieving these standards has never been determined through an objective scientific study. This writer contacted Miss Dora S. Lewis, chairman of the survey, to inquire for the detailed results, only to be informed they had been discarded and were no longer available.

Recent reports on school lunches.-- Miss Margaret M. Morris

1/ D. S. Lewis and P. K. Sprague, "Survey of School Lunchrooms", Journal of Home Economics (November, 1936) 28:600-4.

of the War Food Administration expressed the present school lunch situation in this manner: 1/

There's so much variation in individual programs that it's almost like trying to count apples and oranges in the same column. The common denominator is improved nutrition for the children participating, but the results of some programs add up to more than for others.

In his thesis, Cafeteria Policies and Practices in Selected New England Schools, Winslow S. Parkhurst found much variation in the policies of even the larger schools to integrate the school lunch with the total educational program. 2/

Helen I. Duff reported that the communities in Massachusetts needing the most service were the small ones in which the lunch-room was managed by an untrained person often working with the backing of a club or other group. 3/

Before criticizing this type of situation too heartily we must realize that this often is a transitional phase. These voluntary civic groups see the need for a school lunch program and initiate it in a small way, some more effectively than others until the community realizes the importance of the school lunch and integrates it with the total school program, employing a trained manager.

1/ Margaret M. Morris, "Taking Stock of the School Lunch Program", School Executive (May, 1945) 64:50-1.

2/ Winslow S. Parkhurst, "Cafeteria Policies and Practices in Selected New England Schools", (unpublished Master's thesis, Boston University, School of Education, Boston, Massachusetts) 1940.

3/ Helen I. Duff, "School Lunch Survey in Massachusetts", Journal of Home Economics (November, 1935) 27:556-9.

Miss Duff also reported that two State-wide problems seemed to be (1) providing opportunity and inspiration for hand washing and (2) finding some location for the lunchrooms other than a dingy basement.

Pennsylvania nine-year study.-- 1/ Perhaps the most outstanding study concerning the value of school lunches in improving the nutritional health of school children was conducted in Pennsylvania over a nine year period.

For nine years two hundred children participating in different types of school feeding plans were observed and tested at intervals in order to estimate the value of the food provided at school in improving physical well-being. The children who showed marked improvement in many of the tests for evaluating nutritional status, following their participation for a number of months in a school lunch program were those whose school feeding regimen met the two following specifications: (1) Someone trained in nutrition and dietetics planned the lunches on the basis of careful calculations; and (2) the children's home dietaries were studied by one means or another and the school lunch menus were designed to complement the meals received at home, at least in major part.

The Pennsylvania school lunch studies have shown that almost all children regardless of economic background would profit from a well-planned school lunch, although the need for it becomes progressively more acute as family income decreases. Even those

1/ P. G. B. Mack, "Nine-year Study of the School Lunch", Journal of Home Economics (February, 1947) 39:73-6.

children in better economic status, however, have been found to profit by a well-supervised school lunch, both because the calculation of home dietaries is very rare, and because children in school lunch groups frequently do not display the antipathies toward certain foods which they exhibit at home.

Upon the basis of the Pennsylvania studies the following procedure was outlined for planning the school lunch so that it will complement home dietaries.

1. Ascertain what the individual children eat at home.
2. Provide lunches which will furnish the food nutrients needed by the majority of children so that the sum of the home and school food will meet the allowances recommended by the food and nutrition board of the National Research Council.
3. Give larger portions and second servings to those whose home intakes fall below the majority of the group.
4. Place planning of the dietaries and supervision of cooking procedures in the hands of trained persons familiar with the objectives of the program.

Maine and Its Need

Dr. Mary M. Clayton's two-year study.-- 1/ Dr. Mary M.

Clayton of the Maine Agricultural Experiment Station conducted a two-year study of the nutritional status of Maine school children during the school years, 1935-37. A total of 1,848 school children were examined in four towns in different sections of the State.

Nutritional deficiencies are evidenced in the following

1/ Maine State Nutrition Committee, Better Nutrition for Maine Children, Agricultural Extension Service, Orono, Maine, Bulletin No. 327 (December, 1944) p. 4.

quotations from Dr. Clayton's report.

The most common signs of poor nutrition among Maine school children are a high incidence of tooth decay and bone defects. Although the actual percentage of children having swollen gums which are probably caused by inadequate intake of vitamin C is not so high as that for the above defects, it is quite possible that the actual incidence of an unhealthful degree of vitamin C deficiency is fully as great. This follows from the fact that the level of vitamin C in the blood and the state of saturation of the body as a whole was often found to be very low even in the absence of gum abnormality.

.....
Maine school children, at least at the time these surveys were made, ate far less of all kinds of fruits and vegetables than is required for good nutrition. Including fruits served in the form of pudding or pie, an average of only about two-thirds of the children had eaten any the previous day. The most important role of fruit in the diet is to furnish vitamin C. The most commonly eaten fruits high in this vitamin are citrus fruits and tomatoes, and studies show that few persons eat enough of other kinds of foods containing the vitamin to give them an adequate supply. Yet on the average, only one-fourth of the Maine children had at least one serving of citrus fruit or tomato. Raw vegetables are more likely to add substantially to the vitamin C supply than other types, but only one in fifty of the children had eaten any raw vegetable whatever.

.....
Maine school children need to consume more milk, on the average at least fifty per cent more than they were getting at the time of these surveys.

In concluding her report Dr. Clayton makes the following recommendations: 1/

If a school child is to have three appetizing meals containing all the foods he needs, his lunch at school must be either a well-planned hot lunch prepared at the school, or a well-balanced box lunch containing at least one hot food, or a combination of one hot dish prepared at school and a box lunch which supplements it adequately. In general, the ideal to work towards is a complete lunch prepared at school because its adequacy does not depend upon parent cooperation and because it affords an effective means of improving eating habits.

1/ Ibid. p. 33.

Competition of recommended foods with candy and soft drinks should be reduced by complete absence of these foods among those sold within the school if possible. At the very least, soft drinks sold at school should be forced to compete with fruits or nutritious and palatable sandwiches.

Two school lunch surveys in the State of Maine, 1937 and 1939.--- The State Bureau of Health assisted the State Department of Education in making two surveys of the school lunch situation in Maine. 1/ The first was made in 1937. Questionnaires were sent to each superintendent for reports from all schools in his district. 789 returns were received from 222 communities. The number of children reported not going home to lunch was 16,918. Forty-five per cent of these had no hot food available to them at any time. Twenty per cent more carried thermos bottles. The remaining thirty-five per cent had hot food brought from home or hot food prepared for them. Eighty-seven per cent of the schools reporting any type of hot lunch carried the program only four months or less while the others had some type of hot lunch from five to nine months.

In the second study made in 1939, Junior and Senior High Schools were contacted as these did not reply to the 1937 questionnaire. 126 schools reported serving food of some sort during school hours. Seventy-nine of the reports showed sandwiches, ice cream, milk and fruit, but a far larger number showed candy, frankforts, cake and soft drinks.

1/ Maine State School Lunch Committee, The School Lunch, Vocational Division, State Department of Education, Augusta, Maine, Bulletin No. 1 (October, 1941) p. 22.

Summary

Purpose of this chapter.-- The major purpose of this chapter has been to establish a background for the findings of this study as reported in Chapter III by pointing out (1) the relatively brief history of the school lunch program, (2) the limited number of objective studies available in this field which can serve as a basis for the establishment of school lunch standards as compared with the wealth of material available that show the need and importance of a well-managed school lunch program.

Purpose of this study.-- The purpose of this particular study as discussed in chapter two was to discover what the situation is concerning the school lunch programs in the secondary schools of the State of Maine in regard to (1) need, (2) operation, (3) management, (4) physical facilities, (5) integration with the total school program.

CHAPTER II

THE PURPOSE AND PLAN OF THIS SURVEY

For A Definite Purpose

An expressed need.--

We have quite a large school lunch program under the Federal aid system. We also have quite a number of school lunch programs in some of the very small schools and in some of the larger ones which are being handled by the local people entirely and not by the Federal program. We do not have accurate information in regard to all of these programs. 1/

In view of the above statement and because the last survey was conducted nine years ago, it appears quite evident that there is a need for a survey of the actual status of the school lunch program in Maine.

A discussion of the purpose.-- This survey was conducted for the definite purpose of determining in so far as possible the exact status of the school lunch programs now being carried on in the secondary schools of the State of Maine.

Information was sought regarding the need for school lunch programs, the physical facilities available, the methods of operation, the policies under which they are managed, and the degree to which they are integrated with the total school program.

1/ Florence L. Jenkins, Director of Home Economics Education, Augusta, Maine, in a letter to this writer, (October, 1947).

This study is not an attempt to discover to what extent the secondary schools of Maine are not meeting the need for school lunches. Rather it is an attempt to discover just what the secondary schools are doing to further the school lunch movement in this State.

The Procedure

Problems inherent in this type of study.-- As stated in Chapter One the types of school lunch programs are many and varied. Thus, the first problem was to prepare an inquiry form that would be suitable for all types and sizes of schools.

The second problem evolving out of the first was to tabulate and state the results in such a manner that they were valid for each type and size of school.

A description of the inquiry form.-- The inquiry form devised for use in this study is shown in the appendix, pages 54. It consists of many items, which cover in as much detail as seemed advisable the essential features concerned with operation of a school lunch program. An attempt was made to state the questions as simply as possible and to present clearly the meaning of what was asked. The answers for the most part were possible by means of check marks, or yes and no. Space was allowed for any additional comments the school representative wished to make.

Several disinterested educators examined the inquiry form for any unnecessary material.

Methods used in obtaining replies.-- Double-cards were sent to each of the 219 secondary-school principals in Maine, asking if his school maintained a school lunch and if so, would he be willing to cooperate in this study by completing the prepared inquiry form. A sample of these cards can be found in the appendix, on page 52.

The inquiry form was submitted to those secondary school principals reporting the presence of school lunch programs in their schools and expressing their willingness to cooperate in the study.

The reliability of such a survey as this depends largely upon the total number of inquiry forms returned. To assure greater returns a self-addressed, stamped, return envelope was included with each inquiry form, plus a signed explanatory letter. This letter is reproduced in the appendix, page 53.

Several factors were stressed in the letter with the intention of making the return of the form greater. First, in order that the length of the inquiry form would not discourage them, it was stressed that most of the questions could be answered by marking yes or no, or by checking, and that it could be filled out in less than an hour.

Secondly, the results of the survey would provide information helpful for many schools.

Last, a summary of the results was assured to those schools stating they wished to have it.

As will be noted in Chapter Three, the schools are divided into three groups according to size. This assures greater validity for interpretation of results and serves as a basis for comparison.

CHAPTER III

RESULTS OF THE SURVEY

Tabulation of Total Returns

Total returns of the preliminary cards.-- Table I is a tabulation of the total return of the preliminary cards. Of the 219 secondary schools, comprising the total number of public secondary schools in Maine, to which preliminary cards were sent, sixty-three cards stating that their schools participated in a school lunch program. Eighty-two returned cards stating that their schools did not participate in a school lunch program. Seventy-four failed to return cards. A total of 66.6 per cent or two-thirds of the schools returned cards, while 33.4 per cent or one-third failed to return cards. It is well to note that all schools reporting the presence of school lunch programs expressed their willingness to cooperate in this survey.

Table I: Total Returns of the Preliminary Cards

Cards	Schools	
	Number	Per Cent
Returned stating existence of lunch program...	63	29.2
Returned stating lunch program non-existent...	82	37.4
Not returned.....	74	33.4

Total returns of the inquiry forms.-- Table II is a tabulation of the total return of the inquiry forms. Of the sixty-three schools to which inquiry forms were submitted, thirty-nine returned the completed forms, leaving twenty-four which were not returned. Thus, all conclusions derived from this survey are based upon thirty-nine participants or 61.9 per cent of the total number of schools reporting the presence of school lunches.

Table II: Total Return of the Inquiry Forms

Inquiry Forms	Schools	
	Number	Per Cent
Returned by participants.....	39	61.9
Not returned.....	24	36.5

Classification of the schools.-- Table III shows the three groups according to size resulting from an equal division of the schools. Group I consists of thirteen schools with an enrollment range of thirty-three to seventy-nine. Group II consists of thirteen schools with an enrollment range of eighty to 250. Group III consists of thirteen schools with an enrollment range of 251 and up. ^{1/} All comparisons in this study have as a basis this grouping according to size.

Table III: Classification of Thirty-nine Schools Returning Inquiry Forms

Group	Number of Schools	Enrollment Range
I.....	13	33-79
II.....	13	80-250
III.....	13	251 and up

^{1/} The smallest school to return an inquiry form has an enrollment of thirty-three, while the largest has an enrollment of 926.

Further results of this survey are discussed as they pertain to (1) need for the school lunch program, (2) physical facilities available, (3) methods of operation, (4) policies under which the lunch program is managed, (5) degree to which it is integrated with the total school program.

Need For The School Lunch Program

Distances which pupils travel to school.-- Thirty schools were reported to be centrally located in regard to the homes of pupils attending those schools. Only nine or 23.1 per cent were reported to be in locations not central for their pupils.

Table IV shows the greatest distances which pupils in the different communities must travel each day to school. The table shows that the most schools have pupils traveling within a radius of from six to fifteen miles to school each day. It is out of the question as a rule for these children to return to their homes at noon.

Table IV: Greatest Distance Pupils Travel To School

Number of Miles (1)	Number of Schools		
	Group I (2)	Group II (3)	Group III (4)
3-5.....	5	1	1
6-10.....	8	5	5
11-15.....	-	4	4
16-20.....	-	3	3

Ways by which pupils obtain their lunches.-- Table V shows the means by which those pupils unable to go home obtain their

noon meal. In the smaller schools 1,065 pupils for one reason or another, most often distance and lack of transportation, are unable to go home for their noon meal. In the middle size schools 1,570 pupils and in the larger schools 3,358 pupils are unable to go home at noon.

This does not include the numerous children who are able to go home but for some reason prefer to stay at school. It should be noted here that the enrollments in groups I and II extend over a much smaller range than do the enrollments in group III, which accounts in large part for the jump from 1,570 in group II to 3,358 in group III.

In each case approximately two-thirds of the pupils unable to go home receive their complete lunches through the school lunch program at the school. This does not mean that these lunches in every case supply one-third to one-half of the pupil's daily food needs. Those figures can be found on page 41. It means that whatever the pupil has for his lunch is furnished by the school lunch program alone. In the two larger groups of schools at least one-fourth of the pupils unable to go home bring their complete lunch from home, while in the smaller schools only a small fraction or 7.5 per cent bring their complete lunch from home. This possibly can be explained by the larger number in the small schools who supplement home lunches by purchases at school, while the middle schools have no pupils supplementing home lunches and the larger schools have only 8.1 per cent. It will be seen further on that in the case of many small schools they plan to serve at school only that which will supplement lunches brought from home.

In each case there are only a very few pupils who plan to eat at nearby restaurants or drugstores.

Table V: Means By Which Those Pupils Unable To Go Home Obtain Their Noon Meal

Means By Which Pupils Obtain Noon Meal	Pupils					
	Group I		Group II		Group III	
	No.	%	No.	%	No.	%
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Receive complete lunch at school..	789	74.1	1074	68.4	2083	62.1
Bring complete lunch from home....	82	7.5	436	27.8	896	26.7
Supplement home lunches by purchases at school.....	174	16.5	-	-	296	8.1
Eat at nearby restaurants or drugstores.....	20	1.9	60	3.8	83	3.1
Total unable to go home for noon meal.....	1065	100	1570	100	3358	100

Physical Facilities Available

Accessibility and location of the lunchrooms.-- In communities where there are no facilities for lunchrooms in the school buildings, arrangements are sometimes made whereby the town hall or some similar public building becomes available to the school for lunch purposes. It is desirable in so far as is possible to locate the lunchrooms on the first floor of the building to facilitate the flow of pupils in and out of the building during the lunch hour. If the lunchrooms have an outside exit the pupils can pass in or out without disturbing the rest of the building, and in case of fire an outside exit permits the removal of all persons more quickly and with less danger.

Only four schools reported their lunchrooms to be in other than the school building. These locations were (1) the American Legion Home, (2) a girls' dormitory, (3) an Agricultural Society building, (4) a town hall. Not one of these buildings was further than 200 yards from the school. All of the larger schools have their lunchrooms in the school building. As will be reported later, some of the smaller schools reporting lunchrooms in the school building in truth have no lunchrooms. The food is prepared in homes and served in classrooms.

Seventeen lunchrooms were reported to be in the basement; while seventeen were also reported to be on the first floor. Only a very few (five in all) are located on the second floor. There were no significant variations among the groups.

Sixteen schools have an outside exit for their lunchrooms. Five of these are in the smaller schools; eight, in the middle group; and three, in the larger schools.

Rooms included in the lunchroom unit.-- Table VI shows what rooms are included in the lunchroom units in the different size schools. Seven of the smaller schools report they have no dining room at all. Two report they have no kitchen. These two are also part of the seven that have no dining room. All schools in the two larger groups have kitchens, but two schools in the middle and five schools in the third group have no dining room. In the two schools where there are no kitchens, food is prepared by parents in their homes, rotating day by day, and fetched to the school by pupils at noon. In the smaller schools that lack dining rooms the

pupils eat in their homerooms. In the two medium size schools they eat in the assembly hall where they sit in chairs with arm rests and are furnished with individual trays. In four of the larger schools they eat in the gymnasium, and in two they eat in their homerooms.

The four larger schools that have separate dining rooms for the faculty are academies which furnish separate boarding facilities for their faculty members.

Of the six schools in group I that have a dining room and a kitchen, three have the dining room and kitchen together in one room, three have the kitchen separate from the dining room. Seven schools in group II have the dining room and kitchen together, while four separate them. The size of the school seems to have a direct bearing upon the ability to have the kitchen separated from the dining room. In the larger group seven schools separate them as compared to one in which they are together.

Table VI: Rooms Included in the Lunchroom Unit

Rooms	Number of Schools in Each Group		
	I	II	III
(1)	(2)	(3)	(4)
Dining room and kitchen together..	3	7	1
Kitchen separate from dining room.	3	4	7
Separate dining room for faculty..	-	-	4
No kitchen.....	2	-	-
No dining room.....	7	2	5

Space and furnishings for the dining room.-- Of the twenty-three schools that have dining room space for the school lunch, only three are able to seat all students at the same time without crowding. However, these are three of the smaller schools in which the total number of pupils served by the school lunch is small. At least twenty-four inches of table space is required for each pupil if crowding is to be avoided. The figures for total number of pupils served can be found on page 19. Nine schools attempt to seat all pupils at the same time, though it results in some crowding. Thirteen schools provide more than one lunch period in order to seat all students without crowding. The divisions are usually either two, thirty minute lunch periods in the smaller schools or three, twenty minute periods in the larger schools.

Rectangular shaped tables will seat a greater number of pupils more comfortably than tables of any other shape. To achieve a greater measure of sanitation table tops should be smooth. When table tops are covered with material that deadens sound, pupils may speak more quietly; this makes supervision a simpler task.

All tables used in these dining rooms were reported to be rectangular in shape. Wood and steel were the only two materials to be used in the construction of these tables. Sixteen were made of wood; nine, of steel. Four schools have both. Ten schools cover their table tops either permanently or at meal time. Eight cover the tops with linoleum; two, with oil cloth.

Table VII shows the types of seats used by the various schools in their dining rooms. The small schools use no stools, but a higher proportion use benches than use chairs, while in groups II and III a larger number use chairs than use benches, and a few use stools.

Table VII: Types of Seats Now in Use

Types of Seats (1)	Number of Schools in Each Group		
	I (2)	II (3)	III (4)
Stools.....	-	4	2
Benches.....	5	4	3
Chairs.....	1	7	8

Few schools are fortunate enough to have seats of varying height to accomodate different-sized children. Seven of the thirty-nine schools reported that they did have seats of varying heights.

Kitchen provisions.-- Kitchen provisions touch upon several activities equally essential to the preparation and serving of food in a school lunch program. These activities are (1) receiving and storing food, (2) food preparation, (3) serving, (4) cleaning, (5) sanitation.

Table VIII shows the total schools with facilities for receiving food supplies. A total of twelve schools of the thirty-seven which prepare food in the lunch rooms have definite space and facilities for unloading and receiving supplies. Only three schools

each in groups I and II or 8.1 per cent reported the presence of these facilities, while group III had twice as many or 16.2 per cent of schools with these facilities present. Even fewer schools reported this space to be adjacent to the storeroom or kitchen.

Table VIII: Schools with Facilities for Receiving Food Supplies

Facilities	Schools					
	Group I		Group II		Group III	
	No.	%	No.	%	No.	%
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Definite space and facilities for unloading and receiving supplies.	3	8.1	3	8.1	6	16.2
Receiving space adjacent to storeroom or kitchen.....	2	5.4	3	8.1	2	5.4

Table IX is the total tabulation of the number of schools reporting refrigeration facilities to be adequate. Adequate refrigeration was reported by 67.6 per cent of the schools, while 32.4 per cent reported they did not have adequate refrigeration. There was no significant difference in the reports of the three groups.

Table IX: Total Tabulation of Adequacy of Refrigeration

Refrigeration	Number of Schools in Each Group		
	I	II	III
	(2)	(3)	(4)
(1)			
Adequate.....	8	9	8
Inadequate.....	5	4	5

All schools with the exception of one had electric refrigerators. That one exception had an ice refrigerator.

Table X shows the number of schools with adequate stove facilities to take care of the demands of the school lunch. Eight schools in group I or 72.7 per cent have adequate stove space, while only 61.5 per cent of the schools in group III have adequate space.

Table X: Schools With Adequate Stove Facilities

Stove Facilities	Schools					
	Group I		Group II		Group III	
	No.	%	No.	%	No.	%
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Adequate.....	8	72.7	11	84.6	8	61.5
Inadequate.....	3	27.3	2	15.4	5	38.5

A total of seven schools reported ovens whose condition was fair or poor. The others reported ovens in good condition. Results show electric ovens to be thermostatically controlled; the gas and oil are not. Table XI shows the number of different types of stoves in use by the schools in each group. In addition to those shown in the table, there is one school in group II that uses a wood stove for school lunch food preparation and one school in group I that uses a coal stove. In every case the schools that depended upon coal, oil, or wood for cooking reported stove facilities to be inadequate.

Table XI: Types of Stoves in Use by the Schools

Type of Stove	Number of Schools in Each Group		
	I	II	III
	(2)	(3)	(4)
(1)			
Gas.....	4	2	8
Oil.....	2	1	9
Electric.....	8	1	10

Sink space to be sufficient must provide for the washing of vegetables, fruits, and other foods; must make possible the washing of pots and pans as they are needed; must provide for the washing, rinsing, and air drying of dishes. For all this, more than one sink is necessary. However few schools are fortunate enough to possess more than one sink as will be noted from Table XII, which shows a total of nineteen schools or 48.7 per cent have only one sink. Eleven schools have two sinks and six schools have three sinks. No school reported more than three sinks. Three of the small schools reported no sink at all. As substitute for sinks they use pans placed on a table. The table also shows the larger schools to have the most sinks, and in truth they need more sinks.

Table XII: Number of Schools Having One or More Sinks for the School Lunch Program

Groups	Number of Schools Having One, Two, or Three Sinks		
	One	Two	Three
Group I.....	9	1	-
Group II.....	4	3	6
Group III.....	6	7	-
Total.....	19	11	6

Table XIII on the next page shows the types of sinks in use by the different size schools. By far the greatest number of schools have installed the newer type porcelain enameled sinks, though there is still a far too great number that are using the less satisfactory iron sink.

Table XIII: Types of Sinks in Use By the Different Size Schools

Type of Sink	Number of Schools in Each Group		
	I	II	III
(1)	(2)	(3)	(4)
Porcelain.....	4	7	12
Iron.....	7	6	1
Slate.....	-	-	1
Cement.....	-	1	-

The pupils were reported to be served in two styles. Table XIV shows that all of the larger schools and over three-fourths of the schools in groups I and II served in cafeteria style with the pupils passing before a serving counter. As will be noted in Table XV some of these schools provide individual trays and tray rails. Five schools in groups I and II seat the pupils as they come into the lunchrooms and plate lunches are brought to them at the table.

Table XIV: Manner In Which Pupils Are Served

Type Service	Number of Schools in Each Group		
	I	II	III
(1)	(2)	(3)	(4)
Cafeteria style.....	10	11	13
Pupils seated first; plates brought to them.....	3	2	-

Table XV shows the arrangements for serving which the different schools have provided to promote efficiency.

Table XV: Arrangements for Serving in the Different Schools

Serving Arrangement	Number of Schools in Each Group		
	I	II	III
(1)	(2)	(3)	(4)
Lunchroom entrance near serving unit.....	11	10	10
Serving arrangement permits easy access to dining room.....	11	13	12
Individual trays are used.....	2	2	7
Tray rails or similar space is provided.....	2	2	7
Sufficient space is provided for the dishes used in serving.....	11	13	13

The process of washing dishes is a composite of many activities each requiring its own peculiar space and equipment. These activities may be said to be as follows: receiving, scraping, disposing of waste, stacking dishes, trays, glasses, flatware, pre-rinsing, washing, rinsing, draining and air drying, stacking clean dishes--each process being carried on in that order. Each school almost without exception claimed adequate space for each activity except air-drying. Most schools either through preference or lack of facilities dried their dishes with towels immediately following the rinsing process. Table XVI shows the equipment available for dish-washing in the different schools.

Table XVI: Equipment Available for Dish-Washing

Equipment	Number of Schools in Each Group		
	I	II	III
(1)	(2)	(3)	(4)
Dish-washing machine.....	-	1	2
Two-compartment sink.....	3	3	5

Table XVI: (Continued)

Equipment	Number of Schools in Each Group		
	I	II	III
(1)	(2)	(3)	(4)
One-compartment sink.....	7	9	8
No sink.....	3	-	-
Sufficient baskets or racks to permit air drying.....	2	2	2
Facilities for washing pots and pans as needed.....	7	12	10

Housekeeping often presents a problem for school lunch administrators. This involves providing storage space for cleaning supplies, mops, brooms, etc., and adequate provisions for garbage disposal. Table XVII shows that the Maine schools feel they have for the most part taken care of these problems. Four of the smaller schools do not have daily garbage disposal. Neither do they have a fly-proof space for keeping garbage between disposal times. All other schools report adequate means of garbage disposal.

Table XVII: Storage Space and Facilities for Housekeeping

Storage Space and Facilities	Number of Schools in Each Group		
	I	II	III
(1)	(2)	(3)	(4)
Separate and adequate space for brooms, mops, mop buckets, cleaning supplies.....	10	10	9
Place at soiled-dish table for garbage.....	13	12	11
Garbage containers at food prepara- tion unit.....	9	12	12
Garbage containers fitted with tight covers.....	8	13	12
Garbage disposed of daily.....	9	10	13

Provisions for sanitation and health.-- The following information and tables are the results of questions based upon recommendations by the State Department of Health, Augusta, Maine. 1/

Running water is reported to be not available in all lunchrooms. Four schools in group I have no running water; one school in group III has no running water. These schools reported they have a plentiful supply of water from nearby wells.

Table XVIII shows the means by which water is heated for use in the lunchrooms. Five schools must heat water on the kitchen stove. Most of the larger schools have automatic water heaters, while a few schools in all groups have water storage tanks connected either to the kitchen stove or to the furnace.

Table XVIII: Method of Heating Water

Methods (1)	Number of Schools in Each Group		
	I (2)	II (3)	III (4)
Automatic water heater.....	6	10	10
Water storage tank connected to stove.....	1	2	-
Water tank connected to furnace..	2	1	2
Heated on stove.....	4	-	1

Group I reported that the method of heating water on the kitchen stove does not provide sufficient hot water to meet the demand. The five schools reporting a water tank connected to the kitchen stove claimed this method does not provide enough hot water.

1/ Department of Health and Welfare, Rules and Regulations, Augusta, Maine, 1947, p. 3-9.

Two schools heat the lunchrooms by means of a kitchen stove. All others furnish central heating for the entire building. Both schools relying on the kitchen stove maintain temperatures of less than 68°F.

A total of twenty-three schools of 56.4 per cent reported the doors and windows of the lunchrooms are not screened at any time of the year. In schools where the program is carried on only during the winter months it may not be necessary to furnish screens, but as will be reported later, many of these schools maintain the school lunch during the entire nine months.

It is essential that all schools provide ample opportunity for every pupil to go to the toilet and wash his hands before eating. It is perhaps true that not all pupils will take advantage of this opportunity; nevertheless, there are those who will use this opportunity of their own accord, and those who will learn to appreciate it, given the chance. Table XIX shows the facilities provided by the different schools for hand-washing and toilet. Cake soap is not listed as a provision because of its unsanitary qualities.

Table XIX: Facilities For Hand-Washing and Toilet

Facilities	Number of Schools in Each Group		
	I	II	III
(1)	(2)	(3)	(4)
Every pupil has opportunity to go to toilet and wash his hands before eating.....	11	12	13
Liquid or powdered soap is provided.....	9	9	13
Paper towels are furnished.....	12	13	13
Waste basket for paper towels is handy.....	12	13	13

Four schools in groups I and II do not serve milk in their lunch program. All other schools do serve milk, but not all of this milk is pasteurized because in some communities pasteurized milk is not available. Table XX shows the number of schools in each group that serve pasteurized milk, and the number that do not. In each case where pasteurized milk is not served, it is not available.

Table XX: Number of Schools That Serve Pasteurized Milk

Status of Milk (1)	Number of Schools in Each Group		
	I (2)	II (3)	III (4)
Pasteurized.....	9	7	12
Not pasteurized.....	2	4	1

The methods employed to ventilate the lunchrooms are reported in Table XXI. Two schools reported no adequate means of ventilation. One school has no ventilation from the windows. Three schools in the two larger groups have separate ventilating units for kitchen and dining rooms.

Table XXI: Methods Used to Ventilate the Lunchrooms

Methods (1)	Number of Schools in Each Group		
	I (2)	II (3)	III (4)
Ventilation unit as installed in entire building.....	6	7	8
Separate unit for kitchen and dining room.....	-	1	2
Cross ventilation from windows...	7	6	4

Table XXI: (Continued)

Methods	Number of Schools in Each Group		
	I	II	III
(1)	(2)	(3)	(4)
No ventilation from sindows.....	-	-	1
No adequate means of ventilation.	1	-	1

Eight schools or 20.5 per cent reported the absence of a fire extinguisher from the lunchrooms.

Methods of Operation

Responsibility for the support of the school lunch program.--

To be a truly functional part of the school program, the school lunch must be the direct responsibility of the school sdministra-
tor. However in some communities permission is granted to a vol-
unteer civic or welfare group to undertake the lunch program until
such time as the school sees fit to integrate it with the total
program. Table XXII shows the allocation of responsibility by
the various schools and communities. The figures show that the
larger the school, the more likely is it to accept the school lunch
as part of its total program.

Table XXII: Allocation of Responsibility for Support of the School Lunch

Means of Support	Schools					
	Group I		Group II		Group III	
	No.	%	No.	%	No.	%
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Integral part of school program.....	9	69.2	11	84.6	13	100.
Sponsored by civic or welfare group	4	30.8	2	15.4	-	-

Means by which the school lunch program is financed.-- The plans for financing the school lunch program vary greatly. In some instances the school district finances the program entirely. There are some cases where a local organization, such as a woman's club, parent-teacher association, or the grange, helps with the financial part of the program. In some communities, especially in rural communities, it may be possible for the children to bring from home certain food products such as milk, butter, eggs, vegetables, and fruit as payment for their lunches.

The school lunch should not be expected to operate at a profit, neither should equipment be purchased with money from the sale of these lunches. The maximum amount of food for the money paid should be served in order that the greatest benefits may be derived from the school lunch program. In schools in which some pupils receive their lunches free, a plan should be put into practice whereby all pupils have the same medium of exchange; this avoids embarrassment to the pupils and facilitates the keeping of the records.

Most schools seem able with the aid of the Federal School Lunch Plan to operate at cost. Before a school lunch is opened, however, a planned budget should be developed which will assure adequate food, labor, space, utilities, equipment, and all other facilities necessary for the operation of the program for the entire school year. 1/

1/ United States Office of Education, A Yardstick for School Lunches, Federal Security Agency, Washington, D. C., Nutrition Education Series, Pamphlet No. 4, 1944, p. 13.

Table XXIII shows the number of schools that plan a school lunch budget, and the sources of this fund. These results show the great majority of schools have no planned budget with which to operate. As will be pointed out later these lunch programs without budgets are expected to operate at cost, including the purchase of equipment in some cases.

Table XXIII: Source of Money Budgeted for the Lunch Programs

Source of Money (1)	Number of Schools in Each Group		
	I (2)	II (3)	III (4)
Separate fund at town meeting.....	4	4	1
Part of school budget.....	1	1	2
Sponsoring civic or welfare group.	2	1	-
Not budgeted.....	6	7	10

Those schools participating under the Federal School Lunch Plan receive 4¢, 6¢, 7¢, or 9¢ reimbursement for each meal served according to the type of meal served. The explanation of these types of meals will be found on page 40. Table XXIV shows the number of schools receiving the different rates of reimbursement.

Table XXIV: Number of Schools in Each Group Receiving Reimbursement Through the Federal School Lunch Plan

Groups (1)	Number of Schools Receiving Reimbursement			
	9 cents (2)	7 cents (3)	6 cents (4)	4 cents (5)
Group I.....	8	2	1	2
Group II.....	9	1	-	-
Group III.....	9	2	-	-
Total.....	26	5	1	2

It is encouraging to note that the majority of schools in each group, making a total of twenty-six out of the thirty-four schools participating in this plan that serve a complete meal to receive the nine cent reimbursement.

The schools which operate at cost total thirty-four, while two of the larger schools operate to gain profit, and three of the smaller schools operate at below cost or at a loss. Many of the schools claiming to operate at cost made statements to this effect: Though no budget is planned for the operation of the lunch program, it is understood that if some years we are unable to meet all expenses, the school will come to our aid with funds from the school budget.

Cafeteria funds in no case are diverted for purposes other than cafeteria expenses. Profits from the sale of candy or soft drinks are used in support of the school lunch in only one of the schools each in groups I and II. Faculty members in all schools pay the full price of the meal plus the amount of the government reimbursement.

A few schools reported that members of the community at times gave canned or fresh food to the school for the lunch program, but in each case this contribution was so small it did not make a substantial contribution to the program.

Table XXV shows the amounts paid by each pupil in the different size schools for his lunch. The amounts range from nothing to twenty-five cents. The schools which charge less than ten cents

Table XXV: Amounts Paid by Pupils for Their Lunch

Amounts in Cents	Number of Schools in Each Group		
	I	II	III
(1)	(2)	(3)	(4)
.00-.05.....	3	-	-
.06-.10.....	1	2	-
.11-.15.....	5	2	9
.16-.20.....	4	5	3
.21-.25.....	-	4	1

for the meal are schools which serve only one hot dish to supplement the lunches brought from home. More schools charge eleven to fifteen cents for a meal than any other amounts. Four schools in group I and three schools in group II allow students to bring canned or fresh food from home in payment for their lunches, though most of them stated that very few students took advantage of this procedure.

There are principally two ways in which students pay for their meals. They either pay cash at each meal or they purchase some form of token or ticket. If they pay cash, they pay either the regular price for the complete meal, or they pay separately for each item of food. In Maine only two schools sell each item of food separately. These schools are academies in which the students who do not board at the school are privileged to purchase whatever they wish at noon to supplement lunches brought from home, or to comprise a complete meal.

Schools selling tokens in each case sell tokens that represent a complete meal. There are special times usually allotted for the

purchase of these tokens. In some schools they are sold at the beginning of the week; in another, each day; and still in others, students may purchase tokens as they are needed. Table XXVI shows the total number of schools in the three groups that ask for cash payments at each meal and the total number that sell tokens.

Table XXVI: Ways in Which Pupils Pay for Their Meals

Ways of Paying	Number of Schools in Each Group		
	I	II	III
(1)	(2)	(3)	(4)
Cash at each meal.....	6	2	6
Purchase tokens.....	7	11	7

There is certain standardized equipment, not expensive, which when used will help immeasurably to control food costs. Table XXVII shows the number of schools which use each of these pieces of equipment.

Table XXVII: Equipment Used to Control Food Costs

Equipment	Number of Schools in Each Group		
	I	II	III
(1)	(2)	(3)	(4)
Standardized recipes.....	8	9	11
Ladles.....	4	8	9
Meat slicer.....	1	1	2
Cheese slicer.....	1	1	1
Potato scoops.....	3	6	9
Uniform containers.....	3	6	4
Standard weights.....	3	3	2

The expenditures for which the cash receipts of the lunch-rooms are used vary among four items. These items are (1) food, (2) salaries, (3) maintenance of equipment, (4) purchase of equipment. In all cases, the utilities are paid for by the school. Table XXVIII indicates the number of schools which use cash receipts for each of the four purposes.

Table XXVIII: Expenditures for Which Cash Receipts Are Used

Expenditures (1)	Number of Schools in Each Group		
	I (2)	II (3)	III (4)
Food.....	12	13	11
Salaries.....	8	10	9
Maintenance of equipment.....	7	5	8
Purchase of equipment.....	5	6	9

Use of records.-- Some records are essential for successful operation even in small school lunch programs. Table XXIX indicates the number of schools that use the records which the United States Office of Education recommend as being essential to the successful operation of any school lunch program. 1/ Less than half the schools in each group use price lists to aid them in purchasing food stuffs and supplies. Few schools record amounts prepared, size of servings, selling price per serving, or amounts left over. Over half the schools keep the other records.

1/ United States Office of Education, School Lunch Management, Federal Security Agency, Washington, D. C., Nutrition Education Series, Pamphlet No. 3, 1944, p. 8.

Table XXIX: Records Used in the Management of the School Lunch Programs

Records	Number of Schools in Each Group		
	I	II	III
(1)	(2)	(3)	(4)
Purchase orders and records.....	9	10	7
Daily cash report.....	6	8	7
Daily record of free lunches served	10	11	19
Daily record of lunches served.....	12	11	10
Daily menu and counter record of:			
articles served.....	7	3	6
amount prepared.....	5	3	2
size of serving.....	-	-	1
selling price per serving.....	2	1	1
amount left.....	2	-	-
Employee records and payroll.....	6	5	7
Price lists.....	5	4	5
Profit and loss statement.....	4	7	8
Inventory of supplies.....	6	9	8
Recipe file.....	10	8	10
Inventory of equipment.....	8	9	9

Policies Under Which the Lunch Program Is Managed

Participation in the Federal School Lunch Plan.-- Table XXX shows that 92.3 per cent of the schools in group I participate in the Federal Plan; also 84.6 per cent of the schools in both group II and group III. Under the Federal Plan a school may be reimbursed for serving a type A, B, or C meal. Type C consists of milk alone, for which the school is reimbursed two cents on each cup. Since this can not be presumed to be a meal, it has not been included in this survey. Type A lunch is a complete meal providing one-third to one-half of the pupil's daily food needs. Type B lunch is an incomplete meal providing one-fourth of the pupil's daily food needs. Either type lunch can be served with or with-

out milk. If milk is served the school receives two cents additional reimbursement.

Table XXX: Total Schools Participating in Federal School Lunch Program

Participation in Federal Plan	Schools					
	Group I		Group II		Group III	
	No.	%	No.	%	No.	%
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Participating.....	12	92.3	11	84.6	11	84.6
Not participating.....	1	7.7	2	15.4	2	15.4

Table XXXI indicates the type lunches served by the schools participating in the Federal Plan. As has been stated previously the great majority of schools serve the type A lunch. 1/

Table XXXI: Type of Meal Served Under Federal Plan

Type of Meal	Number of Schools in Each Group		
	I	II	III
	(2)	(3)	(4)
Type A			
With milk.....	9	9	10
Without milk.....	1	1	1
Type B			
With milk.....	1	1	-
Without milk.....	1	-	-

Of the five schools that do not participate in the Federal Plan, three serve meals that supply less than one-third of the pupil's daily food needs, two serve meals that supply one-third

1/ Refer to page 36.

to one-half of the pupil's daily food needs.

Provisions for indigent children.-- Thirty-five of the thirty-nine schools or 89.7 per cent furnish lunches without cost to those children unable to pay for them. All but one of these reported that the lunches were served without indication of discrimination between those who could pay and those who could not.

Qualifications of the school lunch manager.--Supervision is one of the important elements to insure success in the school lunch program. Qualifications required of the school lunch supervisor or manager will vary from State to State, but should include work in a good home economics department with courses in institutional management and nutrition which will qualify her for menu making, food purchasing, preparation and serving, work management, record keeping, and nutrition teaching. Table XXXII shows the number of schools employing persons of various qualifications. In small schools the supervision is assigned to one teacher or to a committee of teachers who work with the county or the State supervisor of school lunches. In three schools in group I the principal acts as supervisor of the school lunch. In two of the small schools a committee of teachers is appointed to supervise. In each case a paid or volunteer manager assumes the direct responsibility for the daily preparation and serving of the lunch. She should work directly with the local school principal. If properly qualified, she may be given faculty rating equivalent to that held by other staff members so that she may make the most effective con-

Table XXXII: Qualifications of the School Lunch Managers of the Different Schools

Qualifications	Number of Schools in Each Group		
	I	II	III
(1)	(2)	(3)	(4)
College graduate with home economics training.....	2	7	10
College graduate without home economics training.....	2	3	-
Non-college graduate with home economics training.....	-	1	-
Non-college graduate with practical experience in home economics	4	1	-
Non-college graduate with institutional management training....	-	-	1
Untrained director with home economics supervision.....	1	-	1
Untrained director with no supervision.....	5	1	1

tribution to the nutrition program of the school. In some high schools a home economics teacher may be appointed school lunch manager. Careful consideration should be given to her schedule to insure that her load does not become too heavy. Table XXXIII indicates the status of the school lunch manager. It will be noted that 38.5 per cent of the schools in group III hire a full time manager, while the same percentage in group I have volunteer managers. The largest number of managers in groups I and II are hired primarily as home economics teachers with school lunch management as part of their duties. Many of the smaller schools do not have home economics departments.

Of the seven schools that hire full time managers, two schools

Table XXXIII: Status of the School Lunch Managers

Status of Manager	Number of Schools in Each Group		
	I	II	III
(1)	(2)	(3)	(4)
Voluntary worker.....	5	1	-
Hired for part time as manager....	1	1	1
Hired for full time as manager....	2	1	5
Hired as home economics teacher...	2	8	7
The principal.....	3	-	-
Committee of teachers.....	-	2	-

in group III consider the manager a member of the school staff.

Other school lunch workers.-- "Labor is an ever-present necessity in connection with the school lunchroom. There are three sources to which school administrators turn for help. 1/ Paid workers are usually the most satisfactory. They conform to definite hours and schedules; therefore, they may make a stronger program possible. Many small schools, however, may not be able to afford paid workers. Volunteers are another source of help. These can be quite satisfactory provided the volunteers have an accurate knowledge of the duties to be done. Pupil help is another source of workers. They may be paid for this work, either in food, cash, or both. In small schools pupil services are often volunteer in nature and the groups of students take turns in helping with school lunch. The schools in all three groups have proportionate shares of all three types of workers, with the exception that the schools in group III have no volunteer workers. Five schools in group I

1/ United States Office of Education, Op. cit. p. 39.

have no paid workers. All schools have pupil help.

Integration With Total School Program

Food selection.-- Since all the schools with the exception of two academies serve only one plate lunch, the same in kind and amount for everyone, there is nothing being done in these schools to encourage and promote proper food selection. However several schools are making attempts to serve important foods in such a way as to make them seem more attractive than the less important foods. Some of these methods as reported are the use of garnishes, varying shapes and designs of vegetables and salads, care taken to prevent foods on the same plate from running together, and individual dishes used for each food.

Whenever a student seems in doubt about eating a new food, many schools reported that he is given a sample to try rather than allowed to pass it up entirely.

It is difficult sometimes to encourage proper food habits in school children when food stuffs of little nutritional value are sold in competition to fruit and milk.. Table XXXIV shows the number of schools in each group that sell undesirable foods. More

Table XXXIV: Schools Selling Undesirable Food Stuffs

Food Stuffs	Schools					
	Group I		Group II		Group III	
	No.	%	No.	%	No.	%
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Soft drinks.....	1	7.7	4	30.8	3	23.1
Candy.....	3	23.1	5	38.5	3	23.1

schools in group II sell both candy and soft drinks than either group I or group III. In no group does the number of schools exceed 40 per cent.

Promotion of aesthetic values.-- In few schools have there been attempts to make the lunchrooms attractive. Poster displays are the most commonly used means of decoration, and these are used in 76.9 per cent of the schools. For the most part however the rooms are left bare. In instances where the pupils eat in classrooms or the gymnasium, it is difficult to apply lunchroom decorations.

The length of the lunch periods should allow the pupils enough time to take care of personal cleanliness before and after lunch, to select food judiciously under normal conditions of speed, to participate in the social and cultural advantages which the lunchroom offers, to return to their next classroom on time. Most of the schools reported sufficient time for each activity except the selection of food judiciously under normal conditions of speed. Many of them commented that regardless of how long the pupils might have, they would rush through their lunch. This may or may not be true, however, they will be more likely to select and eat their food slowly if they have sufficient time.

Few actual attempts are made to promote courtesy in the lunchroom. In only three schools is there any check on table etiquette. Pupils leave the lunchrooms as soon as they have finished eating if they wish. Seating for the most part is directed by the

teachers and the lunchroom manager. The pupils take no responsibility for achieving a pleasant and stimulating atmosphere.

Integration of school lunch with classwork.-- Table XXXV shows with which aspects of the program of studies the various schools attempt to integrate the school lunch. No attempts are made to integrate it with English or mathematics. Perhaps these two subject-matter fields are less related to a school lunch program than are the others. It is surprising that so little is done to integrate it with the practical arts curriculum since that includes home economics which is closely related to the school lunch. Much more is done to integrate the work of the health education department with the school lunch, which is perhaps as it should be.

Table XXXV: The Number of Schools Attempting to Integrate the School Lunch With the Program of Studies.

Subject-Matter Fields	Number of Schools in Each Group		
	I	II	III
(1)	(2)	(3)	(4)
Health Education.....	6	4	3
Business Studies.....	1	-	1
Social Studies.....	3	1	2
Practical Arts.....	1	2	-
Science.....	3	1	-
English.....	-	-	-
Art.....	-	-	1
Mathematics.....	-	-	-

Conclusion

In this chapter the attempt has been not so much to interpret

the results of this survey, but to state them as simply and as objectively as possible, and yet as completely as seemed advisable. It has seemed best in many instances to combine items which were given separate headings in the inquiry form, and to simplify by means of tables much of the results.

In Chapter IV conclusions are drawn, based upon the information set forth in Chapter III and certain facts are interpreted in the light of investigations of the literature in this field.

CHAPTER IV

SUMMARY AND TENTATIVE CONCLUSIONS

Results Defined

The need to expand.-- There is need for Maine to expand its school lunch program as shown by the distance which pupils must travel each day to school plus the very apparent nutritional deficiencies of the Maine school children as found by Dr. Mary M. Clayton. ^{1/} This need is not being met when eighty-two schools out of 145 report they maintain no school lunch program.

Provision for space and equipment.-- There is not sufficient space in the majority of school buildings for an efficient lunch program to be carried out. This is shown by the fact that 35.9 per cent of the schools use classrooms and gymnasiums as dining rooms, and that only 12 per cent of the schools with dining rooms can seat the pupils at one time without crowding.

With the exception of a few very small schools, the location of the lunchrooms provide for adequate light, ventilation, and sanitation. They are easily accessible to the pupils, though not easily accessible for the delivery of food and the removal of garbage.

^{1/} Clayton, Op. cit. p. 7.

The windows and doors of schools are not sufficiently screened to exclude flies and other insects from the lunchrooms.

Because of the prevalence of wood surfaces on food preparation areas and dining tables it can be assumed that the surfaces are not sufficiently smooth to meet the requirements for sanitation.

For the most part there is not adequate hot water and facilities for the sanitary care of dishes and equipment.

There is neither adequate storage space for food nor sufficient refrigeration in the majority of schools.

Nutritionally adequate meals.-- With 79.4 per cent of the schools in this survey serving type A meals, a much higher nutritional standard is being met than has ever been met by school lunch programs of this State in the past.

Integration.-- Some efforts are now being made by a few schools to integrate the lunch program with classwork, especially with health education. However except in those schools where the home economics teacher serves as lunchroom manager, few schools hire a trained manager capable of coordinating the activities of the lunchroom to cooperate with the classroom teachers.

In many places the school lunch as a part of the school program is not supported by the board of education. In some small schools the lunch program is managed by volunteer agencies. In this there is the danger that well-meaning persons but inexperienced may direct the work. This type management makes it difficult to build high ideals and standards of efficiency.

In the majority of schools, large and small, the home economics teacher is responsible for the school lunch. If she has sufficient training, help, and time this can work out quite well. But this usually is not the case.

Business management.-- The business management of the school lunch programs in Maine does not supply adequate information about the various parts of the program. There is no planned budget in 53.8 per cent of the schools which can serve as a guide during the year, nor are there sufficient records with which to estimate needs and incomes for the following year.

Meeting the Purposes of the Lunch Program

Two purposes.-- A well administered school lunch program can serve two purposes: first, to promote healthy bodies; second, to serve as an extended classroom offering an opportunity for school-wide lessons in courtesy, etiquette, intelligent food practices, and for certain classes, practical experience in buying, quantity cookery, and sanitation. Maine school lunch programs have concerned themselves primarily with the first purpose and to a very slight extent with the second.

Suggestions.-- With inclusion of the school lunch as a permanent part of the school's organization, it is suggested that more adequate space both for storage preparation, and service be provided, that the use of home economics rooms for school lunch purposes be avoided, and that more organized use of the school lunch be made for teaching purposes.

APPENDIX

Preliminary Double Post Card

February 18, 1948

Dear _____:

As part of my graduate work in secondary education, I am making a study of the status of school lunch programs in the secondary schools of Maine, and would like to include your school.

It will take approximately thirty minutes to complete the check list that will need to be made out. I shall appreciate your returning the attached card as soon as possible. In return for your cooperation I will be glad to send you a summary of the results.

Sincerely,

Side 1.

My school ^{does} ~~does~~ not participate in a school lunch program.

- () We can not cooperate in your study.
- () We will cooperate in your study.
- () We would like a summary of the results.

Send the check list to: Name _____

Address _____

Signed _____, Principal.

Side 2.

52 Gainsborough Street
Boston 15, Massachusetts
March 19, 1948

Dear _____:

The enclosed check list is being sent to the principals of sixty secondary schools in the State of Maine, who have reported that their schools are participating in or are conducting a school lunch program. At first glance the length of the check list may make it appear rather formidable, but we estimate that it can be filled out in an hour or less. You will note that most of the questions can be answered by encircling yes or no, or by checking.

It is thought that the results of this study may prove helpful to those schools desirous of organizing a school lunch program and for comparison of programs now in existence.

The sponsors of this study are Professor Roy O. Billett, Chairman, Department of Education, Boston University Graduate School; and Professor J. Wendell Yeo, Professor of Guidance, Boston University School of Education.

I greatly appreciate your willingness to cooperate in this study. In return for your cooperation, a summary of the results will be forwarded to you when the study is completed.

Sincerely yours,

(Miss) Shirley A. Titcomb

Received of the
Hon. Secy of the
Treasury

1864

On the 1st day of Jan. 1864 I have received of the
Hon. Secy of the Treasury the sum of \$100,000
in full of the interest on the bonds of the
United States for the year 1863. The same has been
received by me and is hereby acknowledged.
I have also received of the Hon. Secy of the
Treasury the sum of \$100,000 in full of the
interest on the bonds of the United States for the
year 1863. The same has been received by me and
is hereby acknowledged.
I have also received of the Hon. Secy of the
Treasury the sum of \$100,000 in full of the
interest on the bonds of the United States for the
year 1863. The same has been received by me and
is hereby acknowledged.
I have also received of the Hon. Secy of the
Treasury the sum of \$100,000 in full of the
interest on the bonds of the United States for the
year 1863. The same has been received by me and
is hereby acknowledged.
I have also received of the Hon. Secy of the
Treasury the sum of \$100,000 in full of the
interest on the bonds of the United States for the
year 1863. The same has been received by me and
is hereby acknowledged.

Witness my hand and seal this 1st day of Jan. 1864.

INQUIRY FORM

CHECK LIST CONCERNING SCHOOL LUNCH PROGRAMS IN THE
SECONDARY SCHOOLS OF MAINE

Prepared by Shirley A. Titcomb

Name of person making this report _____ Name of school _____

City or town _____
Position _____ Population _____
Enrollment of school
boys _____ girls _____ total _____
Type of locality in which school is
located (please check)
() Business section
() Exclusively residential
() Combination business and residential
Grades included in the school (check)
() 7-8 () 7-12 () 9-12
() 7-9 () 8-12 () 10-12
Other (please specify) _____
Other (please specify) _____

Date school was constructed _____

Is school centrally located for pupils attending? Encircle: yes no
Comment?

What is the greatest distance any pupil travels to school? _____ miles.

How many months during the school year is the lunch program carried on? _____ months.

Length of school year? _____ months.

Please check any of the following purposes for which the lunchrooms are also used:
() study () sewing () gymnasium () school social affairs Others (please specify)
() cooking () music () assembly () community gatherings _____

I. Are the lunchrooms easily accessible to all students? Encircle: yes no
Comment?

A. Are the lunchrooms located in the school building? Encircle: yes no
(If you answered yes to A, omit B,C,D)

B. In what building are the lunchrooms located? _____

C. How far are the lunchrooms from the school? _____

D. How are the pupils transported from the school to the lunchrooms and back? _____

E. On what floor are the lunchrooms located? _____ floor.

F. Do the lunchrooms have an outside exit? Encircle: yes no

II. The lunchroom unit

A. Please check the rooms included in the lunchroom unit:

1. Dining room for students

() a. One room for both sexes

() b. Separate rooms for boys and girls

() 2. Separate dining room for faculty

() 3. Kitchen separate from dining rooms

() 4. Kitchen and dining area together in one room

B. If there are no kitchen facilities, where is the food prepared and how is the food transported to the lunchroom? _____

C. If there is no dining room, where do the students eat their lunch? _____

(If there is no dining room, omit II-D)

D. Provisions for the dining room

1. How many square feet of space are used for the dining room? _____

2. The shape of the dining room is: (please check)

() rectangular () square () T shape Other (please specify) _____

3. What is the greatest number of pupils that can be seated at one time? _____ pupils.

4. How many tables do you have? _____ tables.

a. Is there at least 24 inches of table space for each child?

Encircle: yes no

c. What is the shape of the tables? (check)

() rectangular () round () square

d. The material used in construction of the tables is: (check)

() wood () steel Other (please specify) _____

e. The material used for the table tops is: (check)

() wood () linoleum () glass Other (please specify) _____

5. Type of seats now in use (check)
☐ stools ☐ benches ☐ chairs Other (please specify) _____
 - a. Material used in construction of the seats (check)
☐ wood ☐ steel Other (please specify) _____
 - b. Are the seats of varying heights? Encircle: yes no
 6. Is provision made for storing any books or wraps that may be brought to the lunchrooms by the pupils? Encircle: yes no
- Comment?

E. Table service

1. Each pupil is provided with the following: (check)
☐ plate ☐ fork ☐ cup or tumbler Other (please specify) _____
☐ bowl ☐ knife ☐ spoon ☐ knapkin _____
- () 2. Each pupil brings his own dishes and silverware from home.

(If there are no kitchen facilities, omit II-F)

F. Provisions for the kitchen

1. What facilities are provided for receiving and storing food? (check)
 - () a. A protected platform or other definite space and facilities for unloading and receiving supplies.
 - () b. Receiving space adjacent to the storeroom or the kitchen.
 - () c. Food storage space separate from the kitchen and diningroom.
 - () d. Adequate refrigeration for all the foods requiring refrigeration.
 - e. How many refrigerators? _____ refrigerators.
 - f. What type of refrigerators? (check)
☐ gas ☐ electric ☐ ice Other (please specify) _____
 - g. How many cubic feet of refrigeration space? _____ cubic feet.
 - h. Is food storage space adequate for the period between deliveries of canned and staple foods? Encircle: yes no
 - () i. Staple supplies are stored in metal containers.
 - j. If the staple supplies are not stored in metal containers, in what are they stored? _____
 2. Is sufficient storage space provided for supplies other than foods, such as; paper products and dishes? Encircle: yes no
 3. Is space provided for storing equipment which is used only occasionally in the kitchen or dining room? Encircle: yes no
 4. Facilities for food preparation
 - a. How many stoves? _____
 - (1) What type of stoves? (check)
☐ gas ☐ oil ☐ wood ☐ coal ☐ electric
 Other (please specify) _____
 - (2) How many burners, caps, or electric units? _____
 - (3) How many cubic inches of oven space? _____ cubic inches.
 - (4) Is oven thermostatically controlled? Encircle: yes no
 - (5) Condition of oven (check)
☐ good ☐ fair ☐ poor Comment?
 - (6) Condition of stove (check)
☐ good ☐ fair ☐ poor Comment?
 - (7) Is stove adequate for needs? Encircle: yes no
 Comment?
 - b. How many square feet of counter and table surface space for food preparation and related work? _____ square feet.
 - (1) Material used for the counter surface (check)
☐ wood ☐ metal ☐ linoleum Other (please specify) _____
 - (2) How many inches from the floor is the counter surface? _____ inches.
 - (3) Condition of surface (check)
☐ good ☐ fair ☐ poor
 - c. How many sinks? _____ sinks.
 - (1) What type of sinks? (check)
☐ porcelain ☐ iron ☐ slate Other (Please specify) _____
 - (2) If only one sink is available, are separate pans provided for washing dishes and vegetables? Encircle: yes no
 - G. Is sufficient space provided for serving the food? Encircle: yes no
- Comment?
1. Is the lunchroom entrance for pupils near the serving unit?
 Encircle: yes no
 2. Does the arrangement for serving the food permit easy access to the dining room? Encircle: yes no
 3. If individual trays are used, is a tray rail or similar space provided?
 Encircle: yes no
 4. Is there a place for the supply of dishes used in serving?
 Encircle: yes no
 5. For which of the following clean-up activities is space provided? (check)

<input type="checkbox"/> receiving	<input type="checkbox"/> stacking dishes, trays,	<input type="checkbox"/> washing	<input type="checkbox"/> stacking clean
<input type="checkbox"/> scraping	glasses, flatware	<input type="checkbox"/> rinsing	dishes
<input type="checkbox"/> disposing of waste	<input type="checkbox"/> pre-rinsing	<input type="checkbox"/> draining and air drying	

1. For dish washing there is: (check)

<input type="checkbox"/> dish washing machine	<input type="checkbox"/> 1-compartment sink
<input type="checkbox"/> 3-compartment sink	Other (please specify) _____
<input type="checkbox"/> 2-compartment sink	
2. Are sufficient dish baskets or racks provided to permit air drying?
Encircle: yes no
3. Is space provided for storing baskets or racks when not in use?
Encircle: yes no
4. Is space provided for holding, washing, and rinsing pots and pans?
Encircle: yes no
5. Do facilities permit the washing of pots and pans as needed?
Encircle: yes no
- I. Housekeeping
 1. Is separate space provided for brooms, mops, mop buckets, cleaning supplies? Encircle: yes no
 2. Is this space ventilated sufficiently for drying wet mops?
Encircle: yes no
 3. Is there a place at the soiled-dish table for collecting garbage?
Encircle: yes no
 4. Is there a garbage container at the food preparation unit?
Encircle: yes no
 5. Are these garbage containers fitted with tight covers? Encircle: yes no
 6. Is the garbage disposed of daily? Encircle: yes no
 7. Has a flyproof place outside the kitchen been provided for holding garbage if daily disposal is not possible? Encircle: yes no
- J. Sanitary provisions
 1. Is running water available in the lunchrooms? Encircle: yes no
 2. If not, is there a plentiful supply of water for all purposes?
Encircle: yes no
What is the source of the water and how is it carried to the lunchroom? _____
3. Facilities for heating water (check)

<input type="checkbox"/> a. Automatic water heater
<input type="checkbox"/> b. Water storage tank connected to stove
c. Other (please specify) _____
d. Does this method provide as much hot water as is needed? Encircle: yes no
4. Facilities for heating the lunchroom (check)

<input type="checkbox"/> a. Central heating provided for entire building
<input type="checkbox"/> b. Kitchen stove
<input type="checkbox"/> c. Small space heater
d. Other (please specify) _____
e. Does this maintain a temperature of at least 68°F? Encircle: yes no
5. Are the windows and doors to the lunchrooms screened? Encircle: yes no
6. If the stove rests on a wooden floor, is an asbestos mat or other fire-protecting material placed under the stove? Encircle: yes no
7. If a wood stove is used, is a wood box provided? Encircle: yes no
8. Are facilities for hand washing and toilet so organized that every pupil is given the opportunity to go to the toilet and wash his hands before eating? Encircle: yes no
9. Do you provide the following items in the washrooms? (check)

<input type="checkbox"/> a. Liquid or powdered soap
<input type="checkbox"/> b. Paper towels
<input type="checkbox"/> c. A waste basket for paper towels
10. Drinking water equipment
 - a. How many bubblers do you have in or near the lunchrooms? _____ bubblers.
 - b. How many water containers do you have in or near the lunchrooms? _____
 - c. Which of the following do you provide at the water container? (check)

<input type="checkbox"/> glasses	<input type="checkbox"/> paper cups	<input type="checkbox"/> container for used paper cups
----------------------------------	-------------------------------------	--
 - d. Water is cool (check)

<input type="checkbox"/> all the time	<input type="checkbox"/> sometimes	<input type="checkbox"/> not at all
---------------------------------------	------------------------------------	-------------------------------------
11. If milk is served, is the milk pasteurized? Encircle: yes no
If not, is pasteurized milk available? Encircle: yes no
12. Means of ventilation (check)

<input type="checkbox"/> a. Same ventilation unit as installed in rest of building.
<input type="checkbox"/> b. Separate unit for kitchen and dining room.
<input type="checkbox"/> c. Cross ventilation from windows.
<input type="checkbox"/> d. No ventilation from windows.
<input type="checkbox"/> e. No adequate means of ventilation
f. Other (please specify) _____
- K. Acoustics
 1. Are any of the following sound proof? (check)

<input type="checkbox"/> walls	<input type="checkbox"/> floors	<input type="checkbox"/> ceiling	<input type="checkbox"/> doors	<input type="checkbox"/> furniture
--------------------------------	---------------------------------	----------------------------------	--------------------------------	------------------------------------
 2. Does the noise from lunchrooms distract persons in other parts of the building? Encircle: yes no
- L. Is there at least one fire extinguisher in the lunchrooms? Encircle: yes no

III. Number of pupils served by the school lunch program

- A. Approximately how many pupils are unable to go home for the noon meal? _____
- B. Approximately how many pupils go home for the noon meal? _____
- Total (should equal total enrollment) _____
- C. Approximately how many pupils bring their complete lunch from home? _____
- D. Approximately how many pupils receive their complete lunch from the school lunch program? _____
- E. Approximately how many pupils supplement home lunches by purchases at the school lunchroom? _____
- F. Approximately how many pupils eat at nearby restaurants or drugstores? _____
- Total of C,D,E,F (should equal A, number of pupils unable to go home). _____

IV. Kind of meals served

- A. If you are participating under the National School Lunch Program, the type meal you serve is (check)
1. Type A
() with milk () without milk
2. Type B
() with milk () without milk
- B. If you are operating independently of the National School Lunch Program, your lunches supply: (check)
- () 1. Less than one third of the pupil's daily food needs.
- () 2. From one third to one half of his daily food needs.
- () 3. More than one half of his daily food needs
- Comment? _____

C. Of what does your offering consist? (check)

- () 1. One plate lunch, the same in kind and amount for everyone
2. A plate lunch consisting of
- () a. A choice of meat or meat substitutes
- () b. A choice of vegetables
- () c. A choice of desserts
- () 3. A complete choice with each item being sold separately.
4. Other (please specify) _____

D. In what manner are the pupils served? (check)

- () 1. Cafeteria style with pupils passing before a serving counter.
- () 2. Pupils seated first; plate lunches brought to them at the table.
3. Other (please specify) _____

V. Do those children unable to pay for their lunch get their lunch without cost to them? Encircle: yes no

(If you have answered no to the above question, omit items A,B, C)

- A. How many pupils receive lunch without cost to them? _____ pupils.
- B. Is lunch served without indication of discrimination between those pupils who buy their lunch and those who receive their lunch without cost to them? Encircle: yes no
- Comment? _____

C. How are these lunches financed? _____

VI. The status and training of the school lunch manager and other personnel

- A. What training does the school lunch manager have for the job? (check)
- () 1. College graduate with home economics training
- () 2. College graduate without home economics training
- () 3. Non-college graduate with home economics training
- () 4. Non-college graduate with practical experience in home economics
- () 5. Non-college graduate with institutional management training
- () 6. Untrained director with home economics supervision
- () 7. Untrained director with no supervision
8. Other (please specify) _____
- B. Is the school lunch manager considered a member of the school staff? Encircle: yes no
- C. Does the school lunch manager have complete supervisory responsibility including meal planning, buying, record keeping? Encircle: yes no
- D. Is the school lunch manager expected to perform any food preparation, _____

serving, or cleaning tasks herself? Encircle: yes no

E. Is the school lunch manager a (check)

() 1. Voluntary worker

() 2. Paid worker

3. If she is a paid worker, on which of the following bases is she hired?

() Hired for part time

() Hired for full time as school lunch manager

() Hired as home economics teacher with school lunch management as part of her duties

Other (please specify) _____

F. How many other adult workers? _____ adult workers.

1. What tasks do they perform? (check)

() cashiers () dishwashers () checkers () simple kitchen duties

() servers () cleaners () food preparation

Other (please specify) _____

2. How many of the adult workers are paid workers? _____ paid workers.

3. How many of the adult workers are voluntary? _____ volunteers.

4. How many adult workers work full time? _____ work full time.

5. How many adult workers work part time? _____ work part time.

G. How many students are employed to work in the lunchroom? _____ students.

1. On what are their qualifications based? (check)

() Need for the work () Competence () Educational experience

Other (please specify) _____

2. What type of work do the students perform? (check)

() cashiers () cleaners () dishwashers

Other (please specify) _____

() servers () checkers () simple kitchen duties

(as peeling potatoes) _____

3. For how long a time is each pupil employed daily? _____

VII. Cost of operation and method of financing the school lunch program.

A. Who is responsible for the financial support of the school lunch program? (check)

() 1. The board of education (the school budget committee)

() 2. A sponsoring civic or welfare organization

3. Other (please specify) _____

B. If your school participates in the National School Lunch Program, which of the following rates of reimbursement do you receive? (check)

() Type A, 9 cents () Type B, 6 cents

() Type A, 7 cents () Type B, 4 cents

C. How is money budgeted for the school lunch program? (check)

() 1. As a separate fund at town meeting

() 2. By the school board as part of the school budget

() 3. By the sponsoring welfare group as part of its budget

() 4. Not budgeted

5. Other (please specify) _____

D. What percentage of the total cost of operation for the year does this allowance cover? _____ percent.

E. If no money is budgeted by anyone for operation of the school lunch program, is it self-supporting? Encircle: yes no

If not, name other sources of financial help. _____

F. Financial policies of the cafeteria

1. The cafeteria is operated (check)

() At a profit () At cost () Below cost

2. Are cafeteria funds diverted at times for other purposes? Encircle: yes no

3. Are profits from the sale of candy or soft drinks used in support of the cafeteria? Encircle: yes no

4. Do faculty members pay the full price of the meal? Encircle: yes no

G. Salaries (If no salaries are paid, omit 1,2,3,4)

1. How is the manager's salary paid? (check)

() Entirely out of current receipts

() Out of money budgeted from appropriations

() From both

Other (please specify) _____

2. Manager receives a weekly salary of \$ _____ for a _____ hour week for _____ weeks per year.

3. Has a definite wage scale for other adult employees been established? Encircle: yes no

What is the average rate per hour? _____

4. Do employees or workers receive lunch without charge? Encircle: yes no

5. What is the remuneration for student labor? (check)

☐ food ☐ cash ☐ both Other (please specify) _____

What is the average rate of remuneration per hour of work for student labor? _____

H. Is food contributed to the school lunch program by members of the community?

Encircle: yes no

(If you answered no to the above question, omit 1,2,3)

1. By what means is this contribution made? (check)

☐ By a community food preservation program

☐ Food is solicited from or contributed voluntarily by members of the community.

Other (please specify) _____

2. Approximately what percent of the total food costs is accounted for by these contributions? _____ percent.

I. Student purchasing

1. What is the approximate cost per meal per child? _____ cents.

2. How much is paid by the child? _____ cents.

3. How do the pupils pay for their meals? (check)

a. Students pay cash at each meal

☐ separately for each item ☐ regular price for complete meal

b. When do students purchase tokens? (check)

☐ at beginning of the week

☐ each day

☐ as needed

Other times (please specify) _____

c. A token represents

☐ complete meal ☐ separate items

4. Are students allowed to bring canned or fresh food from their homes in payment for their lunches? Encircle: yes no

5. Do the pupils receiving their lunches without charge have the same medium of exchange as those who pay? Encircle: yes no

J. What methods are used to control food costs? (check)

☐ 1. Standardized recipes

2. Standardized equipment

☐ ladles ☐ bread cutter ☐ potato scoops

☐ meat slicer ☐ cheese slicer Others (please specify) _____

☐ 3. Uniform containers

☐ 4. Standard weights

Others (please specify) _____

K. How do you dispose of left-over food? (check)

☐ 1. Given away to indigent pupils

☐ 2. Sold at a price which includes cost of material plus labor

☐ 3. Sold at a loss

Other (please specify) _____

L. For what expenditures are the cash receipts used? (check)

☐ 1. Food

☐ 2. Salaries

3. Equipment

☐ Maintenance ☐ Purchases

4. Other (please specify) _____

M. What records are used in the management of your school lunch program? (check)

☐ 1. Purchase orders and records

☐ 2. Daily cash report

☐ 3. Daily record of lunches served

☐ 4. Daily record of free lunches served

5. Daily menu and counter record of

☐ a. Articles served ☐ c. Size of serving ☐ e. Amount left

☐ b. Amount prepared ☐ d. Selling price per serving

6. Employee records (if there are paid workers), and pay roll including

☐ a. Name, address, position

☐ b. Food handler's certificate number

☐ c. Hours and wages

☐ 7. Price lists

☐ 8. Profit and loss statement

☐ 9. Inventory of supplies

☐ 10. Recipe file

☐ 11. Inventory of equipment

12. Other (please specify) _____

VIII. Educational values of the school lunch

A. Establishing good habits of food selection through the school lunch

1. If there is a selection of foods served, are the essential foods like milk, eggs, fish, meat, vegetables, and fruits given first place on the counter? Encircle: yes no
 2. Is there supervision of pupil food choices at the serving counter? Encircle: yes no
 3. Is any attempt made to rate student selection of lunches? Encircle: yes no
If yes, by whom is the rating done? _____
 4. If food items are sold separately, what steps are taken to induce proper selection? (check)
 () a. Some protective foods are sold below cost
 () b. Five and ten cent plates offered regularly
 () c. Combination plates offering a real saving over the purchase of separate items
 () d. Tempting accessories such as a buttered roll, crackers and cheese, placed on plate with essential foods.
 e. Other (please specify) _____
 5. Is there a soft-drink machine located in the school building or near the lunchrooms? Encircle: yes no
 6. Is candy sold in the school or in the lunchrooms regularly? Encircle: yes no
 7. If candy is sold, is it restricted to those who have purchased a nutritious lunch? Encircle: yes no
 8. What effort is made to make the important foods seem more attractive?(check)
 () a. Frequent change in counter arrangement
 () b. Use of garnishes
 () c. Varying shapes and designs of vegetables and salads
 () d. Care taken to prevent foods on same plate from running together
 () e. Use of individual dishes for each food
 f. Other (please specify) _____
 9. What methods are used to encourage pupils to try new foods? (check)
 () a. Each pupil is furnished with a sample of the new food the day before.
 () b. A sample is given to the pupil in doubt about a certain food.
 c. Other (please specify) _____
- B. Is any attempt made to decorate the lunchroom in an attractive manner? (check)
- () 1. Designs painted on the walls
 - () 2. Poster displays
 - () 3. Special decorative hangings or mirrors
 - () 4. Ferns and potted plants near the windows
 - () 5. Flowers in season for the tables
 - () 6. Attractive draperies which do not obstruct light or air.
 7. Other (please specify) _____
- C. How many separate lunch periods do you have? _____ lunch periods.
1. How long is each lunch period? _____ minutes.
 2. Are pupils compelled to remain in the lunchroom during the entire lunch period? Encircle: yes no
 3. Does the length of the lunch period allow for the following?
 (Please check those items which are cared for satisfactorily)
 () a. Pupils to take care of personal cleanliness before and after lunch
 () b. The selection of food judiciously under normal conditions of speed
 () c. Participation in the social and cultural advantages which the lunchroom offers
 () d. All pupils to get to their next classroom on time
 - D. What attempts are made to maintain courtesy and simple table etiquette?(check)
 () 1. Teachers act as hosts and hostesses
 () 2. Pupils act as hosts and hostesses
 3. Seating is directed by
 () students () teachers () lunchroom manager
 Other (please specify) _____
 4. Removal of dishes and refuse is supervised by
 () students () teachers () lunchroom manager
 Other (please specify) _____
 5. Responsibility for good order, courtesy, and general atmosphere is taken by
 () student leaders () teachers () lunchroom manager
 6. Do teachers check up on table etiquette? Encircle: yes no
 Comment? _____

E. In what subject matter fields is any special attempt made to integrate the school lunch with classwork? (check)

- ☐ 1. Health education
- ☐ 2. Business studies
- ☐ 3. Social studies
- ☐ 4. Practical arts
- ☐ 5. Science
- ☐ 6. English
- ☐ 7. Art
- ☐ 8. Mathematics

F. Is the homeroom used as a means for promoting the intelligent use of the lunchrooms? Encircle: yes no
Comment?

If such is possible, I would appreciate your enclosing a sample menu from the meals you have served, and any printed material concerning your lunch program that might prove helpful to me in this study.

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